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History of
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1896-1907

NORTHEASTERN UNIVERSITY

HISTORY OF NORTHEASTERN UNIVERSITY

1806 - 1927

Prepared by

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GENERAL INTRODUCTION

Northeastern College with its Affiliated Schools, embracing an evening school of law, a day co-operative school of engineering, an evening polytechnic school, and evening school of commerce and finance, a day and evening automobile school, an evening preparatory school, and the Huntington School for Boys, is the product of an evolution of over seventy years of educational work in the Boston Young Men's Christian Association. But in a narrower sense it is the progressive realization of an ever enlargening ideal which was conceived in a feeble way thirty-two years ago, when in May, 1896, it was decided to establish the office Educational Director, and to appoint to that office a trained educator who would devote his full energies to the academic work of the association. In September 1896 Frank Palmer Speare, now President of Northeastern College, began his duties as Educational Director. He brought to the office a lofty vision coupled with practical administrative, organizing, and promoting abilities of high order. From an Educational Department, giving only supplementary, unorganized courses, President Speare, with the cooperation and advice of leading educators and lay men, and assisted by those whom he had associated with him as heads of schools and departments and as instructors, has built a university which stands forth as one of the leading educational institutions of the country; an institution which is consecrated to the task of providing, through evening schools or co-operative day schools, either for those men, on the one hand, who desire to combine remunerative employment and practical experience with their studies; or for those men, on the other hand, who, because of limited financial

resources, could not attend colleges or schools offering only the ordinary type of education.

It is hoped that this little volume will convey to the public some conception of the ideals, purposes, and aspirations of a college which is dedicated to bringing to hundreds of young men of widely varying ages and numerous occupations, indiscriminate of race, creed, or color, a larger and fuller development of their personalities, through professional, vocational, and cultural training, which embodies as a fundamental characteristic the fostering of those values of human life which are truly worth while.

EDUCATIONAL ACTIVITIES OF THE
BOSTON YOUNG MEN'S CHRISTIAN ASSOCIATION
FROM 1851-1896

1851-1875
The Start

From the outset the Young Men's Christian Association was committed to educational work.

In the first Association, which was founded by Sir George Williams in London in 1844 we find that there were regular class rooms in which instruction was given in French, German, Latin, Greek, Hebrew, and English Literature. Article I of the first constitution of the Boston Young Men's Christian Association, which was adopted on December 29, 1851, states the purpose of the Association as follows: "The name of the society shall be the Boston Young Men's Christian Association, and its object the improvement of the spiritual and mental condition of young men." This same purpose was embodied in the articles of incorporation of the Association, in the year 1852; and in the by-laws a committee on lectures was authorized, some of whose

duties were as indicated in the following quotation: "They may procure teachers and lecturers for any private class that may be formed by the members. They shall make arrangements for the annual celebration of the anniversary, and for the public meetings of the Association." With this purpose in mind the Boston Young Men's Christian Association commenced immediately activities of a nature contemplated to foster "the mental improvement of young men". These activities were of two types:

- (1) Courses of lectures--some free and some paid.
- (2) Classes in intellectual conversation, the members of which wrote essays, and engaged in debate and literary activities of one sort or another.

In these early classes the following significant factors were emphasized from the beginning:

- (1) Partisan Politics were debarred.
 - (2) Sectarianism was strictly avoided.
 - (3) The educational opportunities were available to all classes, indiscriminate of occupation, race, creed, or color.
- These early principles are particularly significant because of the fact that they have been adhered to uniformly throughout the development of the educational system.

These early classes met infrequently; for instance, the literary classes, once in two weeks, and the debating class likewise; whereas the lectures usually came about once a month. Although the classes did not meet very often, nevertheless, real constructive work was accomplished in the class sessions; for instance, in 1866 eighteen essays were delivered in the literary class and eight debates were participated in.

It was not, however, until May 1870 that any mention was made of what might be called strictly educational work. The annual report for that year states that: "Instruction has been given in French and other branches to such as have desired it." Apparently these first classes were not a success for we find in 1872 the following quotation: "Classes for instruction in German and French have not been appreciated by the members, and in other branches of education it has not seemed necessary to furnish instruction on account of free evening classes throughout the city." Although the earlier classes had been unsuccessful, there apparently was a real social need for Y. M. C. A. educational work, for in 1874 we again find the organization of distinct classes in German, French and Singing.

1875-1896
Period of
Development
and Growth

In January 1875 considerable impetus was given to the educational work, due to a bequest of \$5000.00 by Doctor George E. Hatton "to provide instruction for young men." In this same year the literary committee recommended that the educational work be vigorously developed, and invited attention to the fact that the lessons in French had been successfully given to classes of young men and young women throughout the year. In 1876 the name of the Educational Committee was changed from that of the Committee on Lectures to that of Committee on Instruction. In this year we find in the curriculum Vocal Music, Phonography, Penmanship, Bookkeeping and French. In other words, in the years 1875 and 1876 we find the real beginning of the strictly educational work of the Boston Young Men's Christian Association.

From this time on, and particularly following the dedication of the new Young Men's Christian Association building, at the corner of Berkeley and Boylston Streets on November 14, 1883, there was a rapid growth in the number of classes, and in the attendance upon classes, which reached its culmination in the year 1892, in which 1090 different men were enrolled in the Department of Education.

In 1895 and 1896, which marks the close of this period, we find that there were twenty four classes, with an enrollment of seven hundred thirty three different students; courses being given in Bookkeeping, Vocal Music, Mechanical Drawing, Male Chorus, Grammar, Spelling, and Composition, Parliamentary Law, Penmanship, Shorthand, French, English Literature, Banjo, German, Electricity, Common Arithmetic, Business Arithmetic, Elocution, and Orchestral Music.

It is interesting to note that Frank Palmer Speare, the present President of Northeastern College, taught the subject of Grammar Spelling and Composition in these evening classes.

During this early work no tuition fee was charged for the courses. Students were required to join the Young Men's Christian Association and pay the usual membership fee. In addition to that there was also a \$1.00 fee which was held on deposit and was returned to the student at the close of the school year, provided he had attended 75% of the class sessions in the courses in which he was enrolled.

In 1891 and 1892 we find that women were no longer admitted to the evening classes, on the grounds that there was not adequate room to accommodate even the men who applied for admission to the courses. That the work met the needs of a large selection of men can be seen from an occupational study which was made, showing that of the men

enrolled in 1895 and 1896: 13% were office men, 87% students, 42% clerks, 26% mechanics, 4% were tradesmen, and 7% miscellaneous. 73 vocations were represented in the student body.

Conclusion. The period from 1851 to 1896 is characterized by the growth in the educational work of the association from a few lectures and a debating society to a program which covers a fairly wide range of subjects. It should be noted, however, that the courses given were almost wholly of a heterogeneous nature. No systematic schools had been organized whereby a complete education could be obtained, the courses given were primarily supplementary in character, and not intended to prepare a man for any particular line of work, or for admission to colleges or other schools. The theory upon which the program was founded seemed to be that the Young Men's Christian Association should provide only those courses which would supply, through such supplementary work, the deficiencies in the preliminary education of such men as might come to it. No entrance requirements were insisted upon other than that a man must have reached a certain minimum age.

Men of all types were admitted indiscriminately; and while there was considerable value in the work done, nevertheless, with a student body so varied in abilities, and in attainments, it was obviously impossible to do work of an organized, systematic character.

THE ORGANIZED EDUCATIONAL

WORK---1896--1921

(the period of rapid expansion)
(and departmentalization.)

1896
The Educational Director

In 1896 the Boston Young Men's
Christian Association, under the
guidance of George W. Mehafeey
the General Secretary, decided

to take active steps to strengthen the educational work of the
association. In May, after careful consideration, it was deemed
advisable to employ a full time Educational Director, with the
idea of merging the various classes into a carefully organized and
supervised "evening institute for young men." Frank Palmer Speare
was appointed first Educational Director of the Boston Young Men's
Christian Association in the fall of 1896. Mr. Speare had had
experience as a teacher in public high schools, private preparatory
schools, and in evening schools, and brought to the office an
abundant enthusiasm, lofty idealism, and a remarkable power of
effective educational promotion, Mr. Speare immediately effected
several distinctive reforms in the administration of the Department
of Education, principal among which were the following:

- (1) A departmentalization the course being grouped under the
following departments---Business Department, Department of
Drawing, Language Department, Department of Music, De-
partment of Science, and Physiology.

(2) The outlines of the courses of the International Committee of the Young Men's Christian Association were adopted. These outlines were of a very high standard and the examinations given by the International Committee were accepted as admission examinations to many of the best colleges.

The adoption of these outlines resulted in a much higher grade of work.

(3) Classes were made smaller in order to allow more personal attention to the individual student.

(4) An effective system of reports was established.

(5) Examinations were increased in severity.

(6) The number of recitation periods per week was increased from one to two in the case of certain classes.

(7) Considerable new equipment was added.

While these advances do not seem significant to modern educators, who are familiar with highly efficient and well developed administration, nevertheless, when one considers the tremendous lack of organization and proper administration in the Young Men's Christian Association Educational system prior to 1896 one cannot help but conclude that the progress that had been made during the first year of the permanent Educational Director's work was extraordinary, and indicative of a marked future development.

1897--1898
Law Courses

In 1897 and 1898 several young men evinced a desire to study law in evening classes. To meet this demand free lectures were established in the Lowell Institute. These

first lectures in Law were given by Samuel Bennett, formerly Dean of

Boston University, and Homer Albers, the present Dean of the same institution. The lectures were well attended and demonstrated the need for an evening Law School in Boston. In this same year there were still other significant developments. The class fee system was instituted, by which one or two dollars a course was charged each student. This change was received at first with some criticism, but, although it was found that the student body was somewhat smaller following the institution of the fee system, nevertheless, the quality of the student body, and the work which was accomplished bore evidence to the fact that the step was an extremely wise one. To meet the needs of men who might not be able to attend the school because of financial reasons several scholarships were established. In this same year the Elementary 2nd Grammar School Department and the College Preparatory Department were added.

1898--
Law School

In response to the demand noted above, the Northeastern College School of Law was formally established in 1896, with the assistance of an Advisory Committee, consisting of Dean James Barr Ames of the Harvard University School of Law, Dean Samuel Bennett, Dean of Boston University School of Law, and Judge James R. Dunbar. From the outset the purpose of the school was to prepare for admission to the bar, and for active practice; with a secondary purpose of enabling men to secure a knowledge of Law for their assistance in whatever occupation they might be engaged. During this year it was clearly announced that the Young Men's Christian Association had decided to depart from the traditional idea which had characterized the educational work of the association prior to 1896, and which still characterizes

much of the work being done in many other Associations; namely, the idea that the Young Men's Christian Association should offer merely supplementary courses to supply the deficiencies of men with a defective education.

Instead, the Boston Association advanced the theory that evening work of a systematic character, not secondary but primary in nature, should be instituted, with actual day school standards, and aiming to prepare a man completely for a specific trade or profession, or for admission to colleges and professional schools. It was not contemplated that supplementary courses would be entirely done away with, for it was felt that there was still a great need for this type of education. However, the principal work of the Boston association was to be found in the establishment of evening schools of college standard, or of co-operative day schools of college grade, together with affiliated schools of secondary or vocational school character, which would enable men in less fortunate financial circumstances to obtain a proper, adequate and completed education.

Expansion and Growth

The educational work grew rapidly, as can be seen by referring to the graphical charts on pages

Department after department was added, the authorities being constantly on the alert to discover educational needs of the community and to establish types of education whereby these needs could be met.

In 1899-1900, due to the Civil Service laws opening up a large number of government positions on the basis of merit, a Civil Service School was added for the purpose of preparing men for government examinations. There were large numbers of young men who were anxious

to secure an education preparatory to the Civil Service examinations and, from the outset, the Civil Service School accomplished its purpose. In 1900-1901 the Department of Music was given the name of School of Music. The work of this school was extremely varied in character, offering a wide variety of courses in both instrumental and vocal music, as well as in orchestral and glee club work. The School of Law and the Automobile School, which was established in 1903, formed the nucleus around which was built the later university organization which is now characteristic of Northeastern College. The year 1901-1902 was one of marked activity: An Art Department, Department of Naval Architecture, an Engineering Department, A Steam Engineering Department, and a Day School from three to five for men who were employed at night, were established. In addition to these departments, courses were added in Garment Drafting, English for foreigners, and German; and in 1902 and 1903, Navigation and Seamanship, and courses in Industrial Design.

1903
The Automobile School

In 1903 the first Automobile Engineering School of the country was established, for the purpose of training chauffeurs, mechanics, and prospective owners of machines. The school was remarkably successful from the outset, enrolling in the first year over two hundred fifty students. Commercial Chemistry and Marine Engineering were also given a place in the program of the Institute.

Conclusion,

During this period of expansion the educational work attempted had proved remarkably successful. Of the forty men who had completed the work of the Law School in 1903

and 1904 thirty-eight had successfully passed the Bar examinations of Massachusetts, or 97% of the total number of graduates. The Steam Engineering Department had successfully trained a large number of men for the State examinations in Steam Engineering. The Elementary and College Preparatory Departments were successfully preparing men for the outstanding colleges of the country.¹ Hundreds of Civil Service positions had been filled by graduates of the Civil Service Department. The Engineering courses were preparing men for effective work in various phases of Engineering and Industrial Designing. Although the work of the Evening Institute was largely vocational and professional in character, nevertheless, the cultural subjects were not neglected, provision being made for these courses in the Departments of Music, Art, and Language, and through a large number of special lectures which were given in connection with the institute.

The year 1903-1904 marks the conclusion of this period which we have characterized as the Departmental period in the evolution of the educational work. During this period we find the following outstanding characteristics:

(1) A transition from isolated, heterogeneous, supplementary courses to well organized departments with definite aims and purposes.

(2) A keen sensitiveness to actual community needs, and a flexibility and elasticity of organization, coupled with a willingness and an adaptation of the work to meet these needs,

(3) The maximum freedom in the election of courses, in order that the needs of particular men might be met.

- (4) The best teaching talent which it was possible to secure. On the faculty were found professors from our leading universities; and on the Advisory Boards and Committees were found leading educators, professional men, and business men.
- (5) An efficient administration and supervision of the work of the school.
- (6) An evolution, marked first, by departmentalization, and, second, by a lengthening of the curriculums offered in each department, leading to systematic education within these departments which was to later culminate in the differentiation into separate schools organized as a university. For instance, the Law School we find already established with a four year curriculum. The Mechanical Engineering and Structural Engineering Departments were offering curriculums three years in length, which were eventually to form the nucleus for the Engineering Schools. The same was true of the Commercial Department, which was later to form the basis for the School of Commerce and Finance.

PERIOD OF ORGANIZATION AND STANDARDIZATION
DIFFERENTIATION INTO SCHOOLS

1904-1905
First Separation
into Schools

It had become increasingly apparent prior to the year 1904-1905 that a vastly different type of organization would be necessary to handle the needs of an institution which was growing as rapidly as was the Evening Institute. The Departmental system was obviously unsatisfactory, and inadequate. For this reason, Mr. Speare, the Educational Director, with the assistance of Galen D. Light, Assistant Educational Director, who had been added to the staff in 1901, instituted a reorganization into schools. At first the reorganization was tentative and incomplete, but soon evolved into a university basis of organization. Pursuant to the reorganization plan, in 1904 we find that the following schools were definitely announced:

(1) The General School, offering courses in Language, Grammar, Music, Commercial subjects, English and Oratory.

(2) The Preparatory School, preparing for college admission and for the Civil Service examinations.

(3) The Evening Polytechnic School, offering courses or curriculums in Art, Architecture, Automobile Engineering, Chemistry, Clay Modeling, Designing, Higher Mathematics, Marine Engineering, Naval Architecture, Navigation, Seamanship, Steam and Structural Engineering, and Surveying.

(4) The Evening Law School, preparing for the bar examinations and the practice of Law.

While the above separation into schools was by no means perfect from the point of view of organization and administration, it was, nevertheless, justified from the standpoint of expediency, and formed the basis for the later and more complete differentiation into schools. It was really the initial starting point toward the development of an institution which stands forth unique among the colleges and universities of the country; offering unparalleled opportunities for professional, vocational, and cultural development to men who could not otherwise secure proper training for their life careers. By this time the enrollment of students had grown to 2214 men, 130 different courses of study were offered, and there was a staff of 92 instructors. Because of the magnitude of the educational work the comparatively new Y. M. C. A. building, at the corner of Berkeley and Boylston Streets had become overcrowded, and it had been found necessary to rent additional quarters, the Automobile School being located near Park Square, and the Law School and Electrical Schools in the Massachusetts Institute of Technology buildings. But though the growth of the educational work up to this time had been phenomenal in character, it was, to be even more phenomenal in the future.

1904
Incorporation of
the Law School

Not only was the separation of the educational work into separate schools very significant during this period, but even more so was

the fact that in September 1904 the Evening Law School, which had been established in 1898, started its first year as an incorporated institution. In January 1904 a bill had been introduced into the Massachusetts Legislature seeking the incorporation of the school,

with the power to grant the L.L.B. degree. The bill had been passed without opposition, and with much favorable comment, which attested to the success of the Evening Law School and the appreciation of its work by educators, members of the legal profession, business men and the general public. This incorporation of the Law School was only a step toward the incorporation of Northeastern College as a whole, and of its other schools of college grade, with the power of granting appropriate degrees.

1905-1906
Organization and
Specialization

During the next few years the separation of the Evening Institute into schools was essentially completed.

The organization was perfected on a university basis, with a Dean at the head of each separate school. The years were ones of specialization, refinement of detail, enrichment of existing curriculums, and increased efficiency, rather than of expansion. Courses of study were revised, the quality of work was improved, and the standardization of administration was accomplished. Much valuable equipment was also added, especially in the Automobile School, the Electrical School and the Chemical Laboratories. In 1905 and 1906 there was further added differentiation into the following schools: the School of Commerce and Finance, the Automobile School (which was taken from the Evening Polytechnic School and placed on a separate status), the School of Advertising, and the School of Applied Electricity and Steam Engineering (which were also separated from the Evening Polytechnic School).

1907
School of Commerce
and Finance

In 1907 the School of Commerce and
Finance was definitely established;
the Commercial courses given in

previous years being grouped together to form a working basis and a nucleus around which the school was to be built; and the student body, which had previously been in attendance upon these Commercial courses being taken over as a student body in the new School of Commerce and Finance. During the first year departments of Commerce, Finance, Administration, Business Law, and Languages were announced. The fundamental aim of the school was to give systematic courses in Commerce, Accounting, and Finance, with a view to the preparation of its students for business positions. During the first year 25 courses were offered, 208 students enrolled, and 18 teachers employed.

In 1907 and 1908 the reorganization of the Institute upon a university basis into the Preparatory School, the School of Commerce and Finance, the Polytechnic School, the Electrical School, the Automobile School, and the Law School was completed. The growth of the Automobile School and the Electrical School had been so great that it was necessary to secure better facilities, which was done by taking space in the new White building, on Newbury Street. The success of the School of Commerce & Finance had been so marked during the previous year that a large number of advanced courses were added to the program of the school, especially along the lines of Accounting and Business Organization. In this year we find the first suggestion that the School of Commerce and Finance should be incorporated, with the power of granting degrees.

1908-1909
The Vocation
Department

In 1908 a Vocation Department was established, under the personal direction of Dr. Frank Parsons, dean, the pioneer in vocational guidance. The aim of this department was

two-fold:

- (1) A vocation bureau for the guidance of young men who might be in need of proper vocational advice.
- (2) A school for Vocational Counsellors, of which Dr. Parsons was Dean. This school for Vocational Counsellors was for the purpose of training expert vocational advisers, and was the first of its kind to be established in the country, if not in the world. Men, to be admitted to the school had to be graduates of high schools, or to possess an equivalent training; and, in addition, had to give evidence of good moral character and of a desire to render real constructive service. The department of Vocational Guidance continued for a few years, and was finally discontinued owing to the death of Dr. Parsons and the inability to secure a competent party to replace him.

During the existence of the department much valuable work was done in the guiding of young men to the proper choice of their life careers, and in training properly prepared men for the work of vocational counseling. Discontinuance of the department is to be extremely regretted, and it is hoped that similar work may be re-instituted with the next few years.

During this same year a department of professional shorthand was added to the School of Commerce and Finance. This department was for the purpose of training men for court reporting, secretarial positions, and Civil Service work.

The Automobile and Electrical Schools were again moved; this time to a permanent location, on Harcourt Street. It was further announced that during the next year it was desired to establish "a day school for boys who, for various reasons, do not find public and high priced private schools suited to their needs or means." This day school, which was subsequently established, was the basis upon which were built the present Huntington School, and the present Engineering School, organized upon the co-operative day plan.

1909-1910
The First Day School
The Co-operative Plan
in Engineering Courses

By September 1909 the evening school work had been established on a high plane, with well organized schools, having

definite curriculums, carefully planned courses, efficient instruction, and high grade administration. The success of the evening work, coupled with the insistent demand for day schools along similar lines, led the association to establish day work in 1909 and 1910. Another factor entering into the establishment of this day work was the fact that the class rooms and other facilities in use during the evening were also available for use during the day time.

At the time the day school was established we find the following evening schools making up the association institute:

- (1) The Vocation Department, furnishing professional assistance in choosing a vocation and planning a life career, and training vocational counsellors.
- (2) The College Preparatory School, offering high grade preparatory work in preparation for the colleges and universities.

- (3) The School of Business, offering all of the courses usually offered in a regular business school program, and in addition certain cultural course preparing for business or for admission to the School of Commerce and Finance. This school was of high school standard.
- (4) The School of Commerce and Finance, offering instruction of a collegiate grade in Commerce, Finance, Accounting and Business Administration.
- (5) The Evening Polytechnic School, having several departments, offering a large variety of opportunities in Engineering and Applied Science; much of the work being of a technical school grade. The curriculums were three or four years in length.
- (6) The School of Electricity, offering one year and three year courses in Applied Electricity and Engineering.
- (7) The Automobile School, dealing with the construction, care, and operation of all types of gasoline vehicles. The courses offered were of varying length.
- (8) The Evening Law School, providing a four year course in preparation for the bar examinations, and granting the LL. B. degree.
- (9) The Collegiate Department, offering courses of a collegiate grade along Commercial, Industrial, Engineering, and Cultural lines.

The evening schools at this time aimed distinctly at providing a cultural moral, and professional training which would enable men to become better members of society. One of the aims of the institute was, therefore, to provide direct training for life in

courses and curriculums of practical value in the vocations in which the students were engaged, or for which they were being prepared. The elective system was also deemed fundamental, but was carefully guarded in order to prevent an election of so called "snap courses" by the students. The consummating purpose of the whole system was to ascertain the educational needs of employed men, and men who were financially unable to attend day schools and colleges, and to meet these needs.

The same ideals and purpose which dominated the evening school work were carried over to the day school, which was established in 1909; in fact the day schools, in their beginnings, were simply the various types of work offered in the evening schools projected into the day, for instance, during the first year we find the following day schools announced:

- (1) The preparatory School, offering a grammar school department, a preparatory department, and a high school department; giving courses of a general nature, and also vocational courses.
- (2) The School of Business, offering the regular business school courses of high school grade, enabling students to prepare for business and also for admission to the School of Commerce and Finance.
- (3) The Polytechnic School (day sessions), offering work similar to that of the Evening Polytechnic School.

At the same time that the day school was announced there was started in connection with the school the co-operative system of education which was later to play so important a part in the development of Northeastern College. In certain Engineering

courses students were employed by engineering firms for a week at a time. By this plan they worked for a week and studied for a week, alternating throughout the school year. From a school started with 8 students during the first year, it has since grown to a co-operative school of recognized college standing, with 590 students, and with appropriate degree granting privileges.

(4) The School of Electricity.

(5) The Automobile School.

At the outset, needless to say, it was impossible to offer all of the work given in the evening schools but it was contemplated, in the original plan, that the day schools would in time embrace in their curriculums, all, if not more, than did the evening schools.

As will be later seen, the development of the day schools was along somewhat different lines than was originally planned, and for valid reasons. From the beginning the day schools were successful. During the first year over 120 students were enrolled. From the preparatory, technical, and business courses, the Huntington School, with its widely varied program, offering unparalleled opportunities for the all-round development of its students has evolved; and, as has been noted above, from the Polytechnic School with its co-operative day courses has grown the present Engineering School with its co-operative plan. One factor aiding materially in the success of the school was the Advisory Board, which consisted of distinguished representatives of outstanding colleges, public schools, private schools, and business. The support that the Advisory Board gave, coupled with the determination of Mr. Speare and those who assisted him in the administration of the school,

led to the future remarkable development which has characterized the day schools.

On January 13, 1910 the Y. M. C. A. building was destroyed by fire. The destruction of this building proved a tremendous setback, both to the educational work and to the other work of the Y. M. C. A.; but, as will be seen later, the effects of the disaster were soon overcome, and the Educational work again restored to its normal basis.

1910-1911
Incorporation of
the School of
Commerce & Finance

In spite of the difficulties attendant upon carrying on the educational work immediately following the fire, we find that the day school had increased

100% in enrollment in 1910 and 1911. In addition to this the School of Commerce and Finance had been incorporated in January 1911, and in the following March was granted the privilege to confer the degrees of Bachelor Commercial Science, and Master of Commercial Science.

During this year the Bar Examiners had advanced the bar requirements, requiring an academic education equivalent to that required by the State Normal Schools. These requirements of the Bar Examiners necessitated an increase in the admission requirements to the Law School, and also an extension of the Summer Preparatory School, to give necessary work to those men who needed academic training in order to be eligible for the bar examinations. The institute was housed in several different buildings. By an arrangement with the Boston School Committee, for instance, five rooms were secured in Mechanic Arts High School for the use of the Law School.

1911-1912

In 1911 and 1912 the school system embraced the following different schools:

- (1) The College Preparatory School, running day and evening courses, and including a grammar school and a high school.
- (2) A Business School, with day and evening sessions, giving all of the regular courses in a business school program, and additional cultural courses preparatory for business, and for admission to the School of Commerce and Finance.
- (3) A Co-operative Engineering School, with day sessions, offering four year curriculums of collegiate grade in Mechanical Engineering, Civil Engineering, and Electrical Engineering.
- (4) A Co-operative School of Business, with day sessions, offering three year courses of high school grade, combining commercial training with business experience, along co-operative lines.
- (5) A School of Commerce and Finance, an incorporated, degree-granting school giving two and three year curriculums, preparing for the C. P. A. examinations, and for various lines of business activity through courses in professional accountancy, general business, and commercial teaching.
- (6) An Evening Law School, an incorporated school, offering a four year curriculum and granting the LL.B. degree
- (7) An Evening Electrical School, offering three year and fifteen-week courses.
- (8) An Automobile School, offering both day and evening courses.

- (9) An Evening Polytechnic School, offering courses in Art, Architecture, Chemistry, Mathematics, Mechanical Engineering, Surveying and Railroad Engineering, Concrete Design and Construction, and Window Dressing. Technical courses were also offered in the day schools.

October 31, 1911
The New Vocational
Building

On October 31, 1911 the new vocational building, which is directly in the rear of the present Y. M. C. A. building

was formally opened. The building provided space for the Automobile School and the Electrical School, being one of the best equipped of its kind in the country,

1911-1912 shows the addition to the staff of Mr. Ira A. Flinner as Superintendent of the day schools, and as Headmaster of the Huntington School, has played an important part in the development of the educational work.

1912-1913
A Reorganization

In 1912 and 1913 the school system was reorganized to some extent: Mr.

Flinner, Dean of the Preparatory School becoming Superintendent of the day schools, and H. W. Geromanos becoming Superintendent of the evening school system. Although the office of Superintendent of evening schools was not new, Mr. Galen D. Light having held this position for several years, nevertheless, the creation of the superintendent of day schools was a new project. The growth of the work had been so rapid as to warrant the creation of an Administrative Staff, consisting of an Educational Director, and Assistant Educational Director, a Superintendent of the Evening

School System, a Superintendent of the Day School System and a Secretary of the Institute.

The day school at this time consisted of the following schools and departments:

- (1) The Grammar School, offering a two year curriculum.
- (2) The College Preparatory School, offering four year curriculums.
- (3) The High School, offering two, three, and four year curriculums, with vocational work.
- (4) The Electrical School, offering a four year curriculum.
- (5) The Business School, offering a one year curriculum and a three year curriculum.
- (6) The School of Co-operative Engineering with four year curriculums.
- (7) A Vocational Department, with definite vocational courses both in the trades and along commercial lines.

Each of these schools issued a separate catalogue, and, although coming under the general administration of the superintendent of day schools, each had its separate Dean. The evening schools were conducted along the lines previously indicated.

1913-1914
The New Building

In August 1913 the new Y. M. C. A. building at 316 Huntington Avenue was ready for occupancy, being the first permanent building since the fire, in January 1911. This building had been erected at a considerable expense, and was valued at a million and a quarter dollars. A portion of the building was set apart especially for the educational work, and, for the first time, provided satisfactory quarters for

the work. That the building has not been adequate, however, is evidenced by later developments which have necessitated, on account of the expansion of the School of Co-operative Engineering and the other schools, the taking over in 1920 of a large portion of the Gainsborough building, which is directly across the street from the Y. M. C. A.

The increase in enrollment in all of the schools, at the time of the opening of the new building, on September 25th was phenomenal; particularly in the Huntington School, the Evening School of Engineering and the Co-operative Day School of Engineering. During this same year a reorganization was effected in the day schools. The name "Association Day School" was changed to "Huntington School", the school consisting of three different divisions: The Technical division, the Business division, and the College Preparatory division. The Co-operative Engineering School retained its name and its identity as a separate unit. Not only was there a reorganization in the day schools, but there was also some reorganization in evening school work. The School of Commerce and Finance offered three and four year courses in Banking, Business Administration, and Professional Accountancy; the three and four year course being only a step toward a lengthening of all of the curriculums to four years. The evening preparatory school embraced a college preparatory school and school of Business. The evening Polytechnic School had combined its work in a departmental organization and now offered curriculums in Chemistry, and Chemical Engineering, Structural Engineering, Electrical Engineering, Railroad Engineering, and Municipal Engineering. The Co-operative School of Engineering offered curriculums in Mechanical, Electrical, Civil, and Chemical Engineering. The Automobile School continued along the lines which

have been previously indicated. It should be noted that the Electrical School, as a separate school, had passed out of existence and that the electrical work, formerly offered by this school, was now being offered as a part of the technical work of the Huntington School.

1914-1915
The Huntington School
for Boys

In 1914 and 1915 the Huntington
School was given the name of
"The Huntington School for Boys"

and combined under a single

school organization what had previously been the Technical School, and the Preparatory School, consisting of college preparatory courses, also a considerable amount of work in commercial studies, for those men desiring commercial work. The Huntington Business School, which was a school of secondary grade continued the commercial school work in a separate school organization. This combination of schools under the Huntington School for Boys, through a departmental organization, was one step toward the present organization of the Huntington School, which is, as will be noted later, essentially a college preparatory school, offering work of a grade similar to the work offered in our best private schools of the country. During this period the name of Carl S. Ell appears as Assistant Dean of the Co-operative School of Engineering. Dean Ell was later to be largely instrumental in the success of the Co-operative Day School of Engineering.

1915-1916
The Incorporation of
Northeastern College

During 1915-1916 the departmental
organization of the Huntington
School was essentially completed.

What had formerly been separate schools on the initial organization of the day school system were now departments of the Huntington School; the Electrical and Polytechnic Schools becoming the Technical Department, the Business School becoming the Business Department of the Huntington School. The Huntington School was rapidly being organized into a private school, offering a well rounded personal development of a moral, physical, and educational nature. During the last few years the number of students had increased, the curriculums had been elaborated, and the work offered improved to a marked degree in quality. The admission requirements had become higher and higher and the faculty now included a considerable number of instructors of very high grade. The evening schools had also seen considerable progress.

- (1) The Evening Polytechnic School, through the departmentalization which has been noted above, had increased its quality of work to a marked degree.
- (2) The Law School included on its faculty men of outstanding experience both as law teachers, and as practitioners of law.
- (3) The School of Commerce and Finance now offered three and four year courses in Business Administration, Accountancy, and Finance.
- (4) The Automobile School was preparing chauffeurs, and mechanics, and was giving training to owners who desired a knowledge of the mechanism and operation of an automobile.
- (5) The Evening Preparatory School embraced preparation for college and for Civil Service examinations, and also a Business School. It was doing a great deal toward

equipping men who had not been fortunate enough to secure a high school training for more effective participation in the affairs of life.

The educational work of the Y. M. C. A. had now assumed the character of definite college work with high standards. In 1914 a careful survey of the Association School had been made by George H. Marden, and the various technical and professional schools had been carefully surveyed by educational specialists. The reports of all of these investigations confirmed the contention that the professional and technical work of the association school system was of college grade, and that the institution as such, was entitled to the name, "college". Consequently, in 1916, a bill was introduced into the legislature with the view to incorporating Northeastern College, embodying the union of the professional and technical schools, together with the affiliated schools, into a definite university system. In March 1916, after considerable debate and investigation, the bill was successfully passed, and the corporate existence of Northeastern College commenced. From humble beginnings, starting with evening courses only, which were elementary in character and entirely supplementary, the association had developed an organized college with both day and evening schools, a college of high standards, lofty ideals and an excellent student body, housed in one of the best equipped buildings in the city. The school was located in the new Y. M. C. A. building, covering over four acres of ground and containing over four million square feet of space; costing, when built, in the vicinity of a million and a half dollars. Northeastern College, at the time of its incorporation, consisted of the School of Law, the School of Commerce and Finance, the Co-operative School of

Engineering, and the Evening School of Engineering. The School of Liberal Arts was to be established in the fall of 1916. The affiliated schools of the college were, at that time, the Huntington School, the Northeastern Preparatory School, and the Automobile School.

The following statistics will show the growth of the educational work of the Y. M. C. A. from its founding up to the time of its

incorporation:	1896	1916	Per cent. of increase
Students.....	419	3,620	768
Teachers & Assistants.....	12	214	1,682
Courses.....	20	336	1,580
Budget.....	\$2,800	\$185,418	6,621

In a sense the incorporation of Northeastern College was the culmination of an ideal which had been cherished for a great many years; but in another sense it was only the beginning of a vision and comprehension of the scope and possible usefulness of the college in later years. Rather than marking an end, the incorporation of Northeastern College was really a means toward a higher, and toward a greater service to the community of which it is a part.

1916--1921

NORTHEASTERN COLLEGE

and

ITS DEVELOPMENT AND GROWTH

1916--
The School of
Liberal Arts

In the fall of 1916 the Evening School of Liberal Arts was formally opened, with Charles N. Gregg as acting Dean.

Hitherto, the work of the Boston Association had been primarily professional and vocational in

character, except for the Huntington School, which was a day school furnishing the type of work customarily offered in private schools. The aim of the School of Liberal Arts was to furnish two years of actual college work during the evening; thus enabling high school graduates, or those with an equivalent education, to pursue regular college courses, under college instructors, during the evening; and upon the completion of the work to enter, with advanced standing, day colleges or universities. The college thus reduced the non-productive years of men desiring a liberal arts education by one-half, and aimed to aid a great many men who otherwise could not secure a college education. In addition to this aim, there was the added aim of providing cultural courses for employed men who might desire to improve themselves along lines of study offered in a School of Liberal Arts.

March 1917
Inauguration of
Frank Palmer Speare
President of North-
eastern College

On March 30, 1917 Frank Palmer
Speare was inaugurated as the
first president of Northeastern
College. It was wholly fitting
and proper that Mr. Speare should

be the first president of the new college, which was the culmination of his vision and ideals, and of his consecration to service for young men. Mr. Speare had been the first Educational Director of the Boston Association, and had been in charge of the Association's educational system since 1896. He had been responsible for the growth of the departmental organization, and of departmental organization into the differentiated type of organization, marked by the separation into schools, and it had been due to his energy and his vision that the schools had been finally grouped together into

a single college unit. The inauguration was attended by representatives of most of the universities and colleges of the country. The whole-hearted reception of the new college bade well for its future welfare. Appropriate addresses were given by President Lemuel H. Murlin of Boston University, George W. Mehaffey, General Secretary of the Boston Y. M. C. A., Payson Smith, Commissioner of Education for the Commonwealth of Massachusetts, and Samuel J. Elder, President of the Law School corporation. President Speare delivered an address which was suffused with high ideals, and with a forward vision into the future which indicated possibilities of developments which would mean an increased service to future students of the college and to the community as a whole.

April 1917
The Great War

In April 1917 the United States entered the Great World War. Northeastern College and its affiliated schools was quick to respond to the demand for

trained men and women for the military service. Military drill was immediately established for the Huntington School, and the Automobile School was opened up to the young women of the Y. W. C. A. for training for emergency automobile service. The year 1916 and 1917 closed with the first college commencement exercises of an appropriate nature.

1917-1919
The War Years

Northeastern College, in common with other educational institutions was decidedly affected by the Great War. The initial draft took a great many men and

those who were not taken in the draft or who did not enlist were naturally influenced by the confused and abnormal social conditions attendant upon the war. High grade work was extremely difficult,

due to the strain under which the greater mass of people was struggling. In 1917 and 1918 several changes in the administrative staff were necessary. Carl S. Ell was appointed Dean of the Co-operative School of Engineering. The quality of work and standards have been improved, and the Engineering School can be justly said to be of its present college standards, in large measure, because of Dean Ell's activities. Dana Scott Sylvester, the present Dean of the School of Commerce and Finance, was also appointed to the administrative staff during this year. In 1918 the School of Co-operative Engineering established college S. A. T. C. and Naval units. In 1918 and 1919 courses were offered in the college and affiliated schools in Aeroplane Mechanics, Radio Telegraphy, Military Sketching and Map reading, Mathematics, Navigation, Army and Navy Accounting, Training for Non-commissioned officers, Machine Gun Practice, Automobile Upkeep and Repair, and many other similar lines. This work was extremely valuable, and many men were turned out from these training courses better equipped for the military service which they were called upon to render. The student body of the college and affiliated Schools was naturally somewhat smaller in numbers, but the loss had not been so great that the college work was discontinued in any of its departments. During this period there were naturally no particular developments other than general administrative and curriculum improvements within the separate schools. All attention was focused upon rendering whatever assistance was possible to the government in the world struggle.

1919-1921
The Signing of the
Armistice on Nov.
11, 1918

The signing of the Armistice on
November 11, 1918 relieved the college
of the necessity for a continuation
of the army training courses. The

period from November 11 until the following September was one of rapid demobilization. When the school year of September 1919 and 1920 opened in September it was found that a large number of former students who had left to enter the military service were returning to complete their college courses. Provisions were made in the college work whereby men who returned to the school could enter with as reasonable a degree of facility as possible. The Y. M. C. A. immediately established a scholarship fund from which worthy service men were able to obtain financial assistance. The Federal Board for vocational education has also been instrumental in furnishing assistance to those who were wounded or incapacitated due to military service.

The Divisional Organization
of Northeastern College and
its Affiliated Schools
1916--1921

With the development of Northeastern
and its Affiliated Schools as an
institution of collegiate grade
there sprang up among certain

associations in New England a demand for educational work of a similar type. For several years men living in Worcester had been travelling to Boston in order to take advantage of the opportunities offered in the School of Commerce and Finance, the School of Law and the other evening schools in the system. This number had increased considerably from year to year, showing a need for evening education of college grade in Worcester.

In 1916 plans were initiated with a view to the establishment of a part of the Northeastern College curriculum in Worcester. In May 1917, the Board of Directors of the Worcester Association requested that the Boston Y. M. C. A. establish a definite division of its work in Worcester. This request was granted, and in September of the same year the School of Commerce and Finance, the Evening

School of Engineering and the Northeastern Preparatory School opened divisions in Worcester. In September 1919 the School of Law also established a division in this city. From the outset the work was extremely successful both in the numbers and the quality of students who were attracted to the divisional schools which had been established. The success of the Worcester division led the other associations in New England to take similar steps and in September 1919 Springfield, Providence, and Bridgeport opened divisions of the School of Commerce and Finance; and in the same year Springfield also established a division of the School of Law. In January 1920 the Lynn Y. M. C. A. opened a branch of the School of Commerce and Finance.

By this time it had become apparent that Northeastern College of the Boston Y. M. C. A. could not continue to carry out the supervision necessary without some definite organization which would properly function in correlating and supervising the work of the divisions, in order that the standards of work could be maintained. With this in mind President Frank Palmer Speare of Northeastern College, on March 16, 1918, read a paper before a conference of educational secretaries, general secretaries, representatives of the International Committee and other association leaders at the Y. M. C. A. in Springfield, in which he outlined a plan of supervision, and the ideals and purposes of a divisional organization for Northeastern College. In January 1920 a conference was called at Boston Y. M. C. A. at which representatives from many of the leading cities throughout eastern United States were present. At this meeting definite articles of agreement relating to the establishment and organization of divisions and branches of Northeastern College

were carefully worked out.

With these articles as a basis the New England Associations held a meeting on April 7, 1920 at Worcester at which all of the associations and cities of 25,000 population or over were invited to send representatives. Those present at the meeting appointed a committee to present a plan, a budget, and an agreement for a divisional organization at another meeting to be held on May 5th at Worcester. At this meeting on May 5th final plans were drafted for the definite organization, administration and supervision of the divisions of Northeastern College which were established or were to be established in the other cities and towns throughout New England. The plan embraced the following salient features:

- (1) A Regional Committee consisting of three representatives from each association which was a division of the Northeastern College; one representative from each association having a branch of Northeastern College; one representative from the International Committee of the United Y. M. C. A. and representatives of the State Committee. From this Regional Committee an executive committee consisting of eleven men was appointed, with definite executive powers.
- (2) This committee saw the necessity of a full-time Regional Director who would devote his time to the supervision, administration, and correlation of the work of the division, acting with the advice of the Deans of the separate schools of Northeastern College. In June 1920 Carl D. Smith was appointed first Regional Director, and under his guidance the work of the divisions and branches has seen remarkable development and

progress.

The original plan contemplated the addition to the staff such experts in various fields of education as might be necessary in order to properly supervise the work of the divisions; these experts to work under the guidance and advice of the Deans of the separate schools and the Regional Director.

The Deans of the separate schools of Northeastern College are in charge of the work conducted in Boston, and also of that conducted in the divisions which are located in the various cities. In each of the cities an Assistant Dean is appointed who is directly charged with the supervision of the school in his particular city. The Educational Director in the separate cities functions in the promotion, financing, and administration of the divisions.

The term "division" and "branch" have been used without definition. It may be said in explanation to these terms that a division must be located in a city of sufficient size to warrant the operation of at least one school of collegiate grade for the entire four year program, and the city must be at sufficient distance from Boston to avoid interference with the operation of the schools which may be conducted in Boston. A division is entitled to representation on Regional Committee. A branch may be located in a city of smaller size than a division, but must be sufficiently near Northeastern College in Boston, or one of its divisions, that the students from the branch may attend classes beyond the Freshman or Sophomore year in a divisional school or in the classes conducted at Boston.

1920
Northeastern College
Given Power to Grant
Degrees-----
Other Changes

The Engineering School, which had
been started with 8 students
and 1 faculty member in 1909,
had become established on such a
basis in 1920 that it was deemed

advisable and expedient to seek the degree granting privilege for
the engineering school work. Consequently, in that year a bill
was introduced into the Massachusetts Legislature by which North-
eastern College was authorized to grant a Bachelor of Civil Engineer-
ing, Bachelor of Electrical Engineering, Bachelor of Mechanical
Engineering and Bachelor of Chemical Engineering degree. The bill
was passed in March 1920, with the cordial support of the
Legislature and a host of friends who had come to see the tre-
mendous social value of an engineering school organized on the co-
operative basis. In the meantime the school had expanded to such
a marked degree that it was necessary, in September 1920, to take
additional quarters on the third floor of the Gainsborough building,
the entire floor being remodelled to give additional space for
class rooms, laboratories, drawing rooms, and student activities.

In June 1920 President Frank Palmer Speare, who had been Dean
of the School of Law since its establishment in 1898, tendered his
resignation owing to the rapid growth of the college as a whole,
and the necessity for his devoting his full time to the general
administrative work. Everett A. Churchill was appointed to fill
the vacancy.

The year 1920-1921 has been one of organization, standardization,
and refinement of detail. With the addition of branches in other
cities attention has been focused upon the building up of an

effective administrative machine. Much has been accomplished, and Northeastern College looks forward to the future with a hope for a larger service and with a confidence that it is prepared to render such service as it may be called upon to render.

1922-1924

In 1922-1923 the only significant development in the organization of the University was the establishment of the Day School of Business Administration, which opened in September 1922. For some period of time the University had conducted an excellent Evening School of Commerce and Finance, leading to the B.C.S. and M.C.S. degrees through evening study. The School had turned out men well equipped for different phases of business, including in particular accounting and business administration. For some time a day school of business administration had been under consideration but it was not until September 1922 that the project was deemed advisable. In that year, however, the new School opened, presenting courses in general business, industrial management, marketing finance, and accounting. These courses were all four years in length, requiring for the degree one hundred and twenty semester hours of work, thus conforming to the standard requirements for approved colleges. The School grants to those who complete its course satisfactorily, the B. B. A. degree. . Only graduates of approved secondary schools are admitted. The purpose of the School is to give, during the first two years, a thorough grounding in sound business principles and, during the last two years, specialization leading to definite marketable skills. Not only does the School aim to train the students for particular phases of commerce or industry, but it aims especially to give that type of training which will render possible a facile adjustment in whatever

business the student may later find himself. It aims to train men who will be leaders of business enterprise, will have a command of the basic facts necessary to success in business leadership, and who, in addition, will have developed sound methods of approach to business problems. In addition to all of these, it seeks to develop the all round personality of each student, offering well-developed student activities in the nature of gymnasium work for freshmen, basketball teams, tennis teams, dramatic clubs, student publications, and all of the usual types of school activities, thus aiming to bring about that all round development of personality so much needed in an age of over-specialization. The school opened its first year with forty-three students.

In March 1923 a significant step was taken, the University securing from the Massachusetts Legislature the general degree granting power, with the exception of the A.B., the S.B., and the medical degrees. For a long time it had been felt that the work of the University was sufficiently extensive to warrant this significant step and, in a sense, the securing of the general degree granting power is the culmination of a long period of development which marks the gradual growth from an evening engineering institute to a high-grade university, offering most of the things which universities customarily offer.

As a preliminary to the securing of the degree granting privileges, on March 15, 1922, the name of the University had been changed from Northeastern College to Northeastern University, a name which, of course, is more inclusive and more adequately covers the multitude of activities conducted by the University.

Following the securing of the degree granting privileges, the

University staff underwent a radical re-organization, which has resulted in a much greater increase of efficiency on the part of the University administration. The Schools of the University were divided into normal divisions and a director, to be known as the Unit Director, placed in charge of each of the divisions thus created. This re-organization resulted in three distinctive divisions, the one consisting of engineering and polytechnic schools, including the Engineering School, the Evening Polytechnic School, and the Automotive School, was placed under the general direction of Carl S. Ell; the next, consisting of collegiate schools except the engineering schools, namely, the Schools of Business Administration, Law, and Commerce and Finance, the regional work and the extension work, was placed under the general direction of Everett A. Churchill; and the third unit, consisting of the secondary schools, made up of the Huntington School, the Northeastern Preparatory School, and the Vocational Institute, was placed under the general direction of Ira A. Flinner.

The president of the University, the secretary of the University, and the three directors of the University have been formed into an Executive Council of the University which replaced the old Council made up of the heads of the Schools. These five men have been assigned extensive powers by the Board of Trustees. The fact that the Council is small and is thoroughly homogeneous and mutually sympathetic has resulted in a greatly increased efficiency in the handling of the technique of operation of the University. As a planning board and general board of operation, it will unquestionably result in a growth in the University which would otherwise be hardly possible.

During this period two other significant appointments were made; namely, that of Turner Flowers Garner to deanship of the School of

Business Administration and of Carl D. Smith to the School of Commerce and Finance. In a brief space of time under the direction of these men the two Schools in question have seen remarkable growth and development.

During the school year 1923-1924 practically all energies have been focused upon the financial problem, an effort being made to definitely formulate plans and policies with regard to an endowment campaign. Preliminary to this it was necessary to re-organize the University from the standpoint of accounting. This re-organization assumed the nature of a separation of the accounts of the University from those of the Y. M. C. A. except so far as general control accounts were concerned. This separation of accounts means that the University is now able to tender a separate report showing very accurately the actual condition of the University's finances. A separate audit is had of the accounts each year and, in addition, the University has the authority to make all purchases as well as disbursements. This separation of accounts has greatly increased the efficiency from the standpoint of internal operation and has rendered possible a development which otherwise would have been difficult if not impossible.

Following the separation of accounts, the attention was immediately turned to the particular problem of endowment. Plans were matured and presented to the Board of Trustees of Northeastern University and after that to the Board of Directors of the Boston Y. M. C. A., the plan finally being approved. This plan contemplates a separate Board of Trustees for the Northeastern University Endowment Fund. This Board of Trustees is now in the process of formation and will hold and control all endowment funds raised for the University.

Commencing in January 1924, plans have been developed and considered looking to a re-organization of the entire regional work. These plans have been approved by the Regional Committee and the Executive Committee of the Regional Committee and the new contract of the participating Association, namely, Worcester, Springfield, Providence, Bridgeport, and New Haven merely awaits formal approval of the Board of Directors of the several participating Associations of the project. This re-organization of regional work must inevitably result in a greatly increased efficiency.

1924-1927

In the years from 1924 to 1927 the University passed through a period of very remarkable development. Among the principal

accomplishments in these years may be mentioned the following:

- a. Perfection of the Endowment Organization - a permanent board of trustees of the Northeastern University Endowment Fund was completed, definite plans relating to the building up of a contingent fund of the University devised, and the University launched out upon its endowment activities. One of the greatest factors in this development was the Association's placing the University on such a basis that any surpluses or any income from outside sources went directly to the University Board of Trustees and could not be used for purposes other than those of the University.
- b. The appointment of an Alumni Secretary is regarded as very significant. Mr. White, the first Alumni Secretary, has organized the alumni, amalgamated them, and has done remarkable work in linking the alumni more closely to the University, particularly in the development of the alumni council made up of mature men, with serious

purpose and with the real interest of the University at heart.

c. The University was again reorganized incident to Mr. Flinner, who for many years had been with the institution, leaving to accept a Directorship of the Lake Placid Educational Foundation. This meant a regrouping of schools, in which the Day Collegiate Schools were placed under the general supervision of Carl S. Ell and the Evening Division, and in addition the Huntington School, under the general supervision of Everett A. Churchill. These two officers were given the title of Vice President and the New Executive Council consisted of the President, Comptroller and the two vice presidents.

d. The Day School of Business has been placed upon the cooperative plan similar to the cooperative School of Engineering. This is a marked advance and unquestionably will prove of great value from the standpoint both of the institution and the students.

e. The Commerce and Finance curriculum was lengthened from four years to six years, the degree granted being changed from the B.C.S. degree to the B.B.A. degree. The School will no longer grant the M.C.S. degree but will grant the M.B.A. degree in its place.

f. The Regional Work of the University in Worcester, Springfield and Providence has gone forward rapidly. New Haven has dropped from the Northeastern chain but the other three Divisions have been linked more closely in a constructive program which is bound to produce remarkable results. Especially the functioning of the Divisional Committee, a group of the Educational Directors and officers of Northeastern University, into a fine working group, meeting once every two weeks, has proved of great value in the educational problems with which the Evening Division of the University is faced.

Probably the most significant development in the Northeastern University system, within the past few years, is the organization of the Lincoln Institute. This Lincoln Institute was designed to include all non-degree-granting work and meant that the schools operated under the University name are grouped in two divisions - the day division and the evening division. The day division is made up of the School of Engineering and the School of Business Administration; the evening division of the School of Law and the School of Commerce and Finance, divisions of these schools being conducted in Worcester, Springfield and Providence. The Lincoln Institute comprehends within its organization the work formerly conducted by the University under the Department of University Extension and the Evening Polytechnic School. In addition the Lincoln Institute has added curricula in business and also in arts. The Northeastern Preparatory's name was changed to the Lincoln Preparatory School. In other words, all non-degree-granting work is now grouped under the Lincoln schools, embracing the Lincoln Institute and the Lincoln Preparatory School.

With regard to the Preparatory School work the following accomplishments are worthy of note, namely, at a meeting of the New England College Certificate Board in the spring of 1927 56 schools sought recognition by the College Entrance Certificate Board or sought renewal of previous recognition. The Preparatory School was one of these 56. Three schools were recognized for four years and no school for more than four years; the Lincoln Preparatory School was one of the three schools to be recognized for the four-year period. Being an evening school this is regarded as a very distinctive accomplishment.

The Huntington School for Boys, the day preparatory school, received in January 1928 national recognition through being granted a charter in the national Cum Laude Society for Preparatory Schools. This charter is awarded only to those schools which demonstrate marked ability and the highest type of standards. It is a tribute to the School's successful administration and to the quality of work which it has accomplished.

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